

Doby's Mill Elementary

1964 Fort Jackson Road
Lugoff, SC 29078

Grades	PK-5 Elementary School	
Enrollment	606 Students	
Principal	Dr. W. Glenn Huggins	803-438-4055
Superintendent	Herbert M. Berg, Ed.D.	803-432-8416
Board Chair	Dana A. Morris	803-432-4391

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	50	24	1	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	Good	Below Average	No
2004	Good	Below Average	Yes
2005	Good	Below Average	Yes

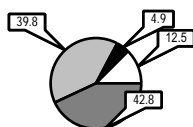
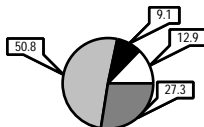
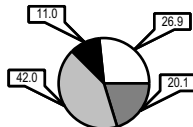
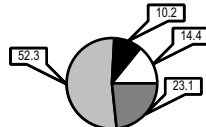
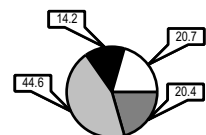
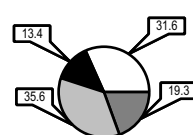
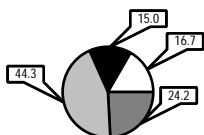
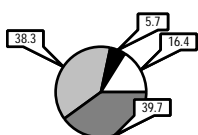
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	284	100.0	12.5	39.6	43.0	4.9	62.6	Yes	Yes
Gender									
Male	146	100.0	13.4	40.3	40.3	6.0	61.2		
Female	138	100.0	11.5	38.9	45.8	3.8	64.1		
Racial/Ethnic Group									
White	217	100.0	9.8	39.0	44.9	6.3	64.4	Yes	Yes
African American	56	100.0	24.0	40.0	36.0	0.0	56.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	242	100.0	10.1	39.5	44.7	5.7	66.2		
Disabled	42	100.0	27.0	40.5	32.4	0.0	40.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	284	100.0	12.5	39.6	43.0	4.9	62.6		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	282	100.0	12.2	39.5	43.3	4.9	63.1		
Socio-Economic Status									
Subsidized meals	135	100.0	20.0	50.8	28.3	0.8	49.2	Yes	Yes
Full-pay meals	149	100.0	6.2	30.3	55.2	8.3	73.8		

Mathematics – State Performance Objective = 36.7%									
All Students	284	100.0	12.8	50.6	27.2	9.4	54.7	Yes	Yes
Gender									
Male	146	100.0	13.4	47.0	26.9	12.7	59.7		
Female	138	100.0	12.2	54.2	27.5	6.1	49.6		
Racial/Ethnic Group									
White	217	100.0	10.7	47.8	29.3	12.2	60.5	Yes	Yes
African American	56	100.0	18.0	60.0	22.0	0.0	38.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	242	100.0	11.0	50.0	28.9	10.1	57.0		
Disabled	42	100.0	24.3	54.1	16.2	5.4	40.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	284	100.0	12.8	50.6	27.2	9.4	54.7		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	282	100.0	12.2	51.0	27.4	9.5	55.1		
Socio-Economic Status									
Subsidized meals	135	100.0	17.5	58.3	20.8	3.3	38.3	Yes	Yes
Full-pay meals	149	100.0	9.0	44.1	32.4	14.5	68.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	284	100.0	26.8	41.9	20.4	10.9	31.3
Gender							
Male	146	100.0	28.4	35.1	23.1	13.4	36.6
Female	138	100.0	25.2	48.9	17.6	8.4	26.0
Racial/Ethnic Group							
White	217	100.0	23.4	40.5	22.4	13.7	36.1
African American	56	100.0	38.0	44.0	16.0	2.0	18.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	242	100.0	24.1	41.7	21.5	12.7	34.2
Disabled	42	100.0	43.2	43.2	13.5	0.0	13.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	284	100.0	26.8	41.9	20.4	10.9	31.3
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	282	100.0	26.2	42.2	20.5	11.0	31.6
Socio-Economic Status							
Subsidized meals	135	100.0	33.3	45.0	15.0	6.7	21.7
Full-pay meals	149	100.0	21.4	39.3	24.8	14.5	39.3

Social Studies							
All Students	284	100.0	14.3	52.1	23.0	10.6	33.6
Gender							
Male	146	100.0	14.2	47.0	26.9	11.9	38.8
Female	138	100.0	14.5	57.3	19.1	9.2	28.2
Racial/Ethnic Group							
White	217	100.0	13.7	48.3	25.9	12.2	38.0
African American	56	100.0	16.0	64.0	14.0	6.0	20.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	242	100.0	11.4	52.2	24.6	11.8	36.4
Disabled	42	100.0	32.4	51.4	13.5	2.7	16.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	284	100.0	14.3	52.1	23.0	10.6	33.6
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	282	100.0	14.1	52.1	23.2	10.6	33.8
Socio-Economic Status							
Subsidized meals	135	100.0	18.3	60.8	17.5	3.3	20.8
Full-pay meals	149	100.0	11.0	44.8	27.6	16.6	44.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	83	100.0	9.8	25.6	45.1	19.5	64.6
	4	93	100.0	16.1	40.9	36.6	6.5	43.0
	5	106	100.0	8.7	58.7	29.8	2.9	32.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	98	100.0	3.2	29.0	61.3	6.5	67.7
	4	98	100.0	16.1	37.9	42.5	3.4	46.0
	5	88	100.0	19.0	53.6	22.6	4.8	27.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	83	100.0	9.8	63.4	19.5	7.3	26.8
	4	93	100.0	16.1	52.7	18.3	12.9	31.2
	5	106	100.0	4.8	48.1	37.5	9.6	47.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	98	100.0	4.3	50.5	33.3	11.8	45.2
	4	98	100.0	13.8	49.4	27.6	9.2	36.8
	5	88	100.0	21.4	52.4	20.2	6.0	26.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	98	100.0	20.4	47.3	25.8	6.5	32.3
	4	98	100.0	34.5	43.7	12.6	9.2	21.8
	5	88	100.0	26.2	34.5	21.4	17.9	39.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	98	100.0	4.3	50.5	29.0	16.1	45.2
	4	98	100.0	13.8	60.9	20.7	4.6	25.3
	5	88	100.0	26.2	45.2	19.0	9.5	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 606)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.1%	Down from 4.7%	2.5%	3.0%
Attendance rate	96.6%	No change	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.7%	Up from 0.0%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.4%	Up from 0.0%	2.9%	3.2%
Eligible for gifted and talented	28.1%	Up from 24.4%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.6%	Up from 1.8%	7.9%	8.2%
Older than usual for grade	1.0%	Up from 0.3%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	59.5%	Up from 52.9%	53.1%	52.6%
Continuing contract teachers	75.7%	Down from 91.2%	84.6%	83.3%
Highly qualified teachers	97.1%	Down from 100.0%	93.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.5%	87.0%
Teacher attendance rate	92.5%	Down from 92.7%	94.9%	95.0%
Average teacher salary	\$39,849	Up 2.3%	\$42,569	\$41,703
Prof. development days/teacher	18.9 days	Up from 17.8 days	12.5 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 22.9 to 1	19.5 to 1	18.8 to 1
Prime instructional time	85.5%	Up from 85.1%	90.0%	89.8%
Dollars spent per pupil*	\$4,466	Down 8.4%	\$5,859	\$6,242
Percent of expenditures for teacher salaries*	65.7%	Up from 64.0%	66.1%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	94.7%		89.4%	
Highly qualified teachers in high poverty schools	100.0%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Welcome to Doby's Mill, an educational treasure chest! Doby's Mill Elementary, an award winning school, was named last year a Flagship School of Promise. It also became SACS accredited and was recognized by the Education Oversight Committee for "Closing the Achievement Gap." We had three more teachers earn National Board certification. Teachers were awarded over \$18,000 in grants. Betsy Long was selected Teacher of the Year. Amanda Cook was named Reading Teacher of the Year.

Classes in grades pre-K through third are self-contained with a strong emphasis on inclusion and team teaching. Fourth and fifth grade classes are semi-departmentalized. Innovative academic programs, such as Academy and itinerant services provided by occupational and physical therapists, offer students diverse and unique learning opportunities. All children receive training from specialists in art, music, library skills, and physical education. Two fully equipped computer labs with 60 computers and online services provide students an opportunity to use technology to enhance the curriculum. An on site, extended day Pupil Enrichment Program (PEP) is available for students. DME has a complete support staff consisting of regular and special education teachers. Included on staff are a media specialist, a curriculum coach, a certified speech therapist, a school nurse, a school psychologist, a mental health counselor, and instructional assistants. Our veteran staff is highly qualified under NCLB regulations; most have advanced degrees. The faculty's exceptionally hard-working nature is evidenced by our students' high standardized test scores and high academic achievement.

DME is proud of the tradition it is building toward educational excellence. Students are provided opportunities to develop to full potential the skills and attitudes which enable them to function successfully as children today and as adults tomorrow. At DME, every child is expected to succeed. We seek to instill in each child the desire and ability to be a lifelong learner in an ever-changing, technologically advanced, global society. The faculty, parents, and community work closely to provide a safe environment that is conducive to learning. Students set personal goals and are encouraged to reach high academic levels, participate in various activities, and contribute to their school and community through service projects. Their contributions enhance our school climate and make DME a special place to be.

Our PTO is active in coordinating volunteer and fundraising efforts to meet and enhance our yearly instructional goals. Our School Improvement Council communicates with administrators to make decisions about curriculum goals and standards compliance and to inform parents of pertinent local, state, or national education reform efforts. DME takes pride in many unique aspects, such as recognition of GEM and GEM Jr. winners, AR incentives, student performances, service projects, SCUBA, Techno-Dolphins, Jr. Beta Club, Yearbook Staff, Green Thumb Club, I Love Science Days, Hooray for History Days, Family Reading Night, Family Tech Night, SWIM Club, and E-Mil Club. Truly, you can see that Doby's Mill is an educational treasure chest!

Dr. W. Glenn Huggins, Principal; Mr. Michael Parnell, SIC President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	78	69
Percent satisfied with learning environment	94.9%	98.7%	93.9%
Percent satisfied with social and physical environment	97.5%	100.0%	98.5%
Percent satisfied with school-home relations	97.5%	98.7%	95.6%

*Only students at the highest elementary school grade level at this school and their parents were included.